BASES Learning Center
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	BASES Learning Center
Street	2775 Yard Street
City, State, Zip	Oroville, CA 95966
Phone Number	530-532-5844
Principal	Matt McGuire
Email Address	mmcguire@bcoe.org
School Website	www.buttecountyselpa.org
County-District-School (CDS) Code	04-10041-0139493

2023-24 District Contact Information

District Name	Butte County Office of Education
Phone Number	530-532-5621
Superintendent	Mary Sakuma
Email Address	msakuma@bcoe.org
District Website	www.bcoe.org

2023-24 School Description and Mission Statement

BASES Learning Center opened in the fall of the 2019-2020 school year to support students with disabilities that affect their behavior and their social-emotional competence.

BASES Basics
- We provide the most restrictive school environment in the county for students with disabilities whose behavior and/or lack of social-emotional competence is impeding their academic success.
- Our overall goal is to teach students how to appropriately deal with their emotions and choose positive coping strategies in order to return to a less restrictive environment fully equipped to self-regulate and self-advocate.
- Our program is grounded in positive relationship-building. We focus on strengthening students' social-emotional skills as well as using a behaviorist approach to building competencies.

BASES Vision
BASES inspires acceptance and support of all persons by collaborating with district and community partners to provide a consistent, compassionate and authentic learning environment in which students are able to consistently grow their social-emotional competence providing a foundation to be successful in all areas of life.

BASES Mission
Every day we strive to be a village of educators that:
- Builds relationships with students by providing a structured, consistent and nurturing environment
- Energizes the positive abilities of our students
- Teaches social-emotional and behavior skills to build student resilience
- Facilitates engaging, individualized learning experiences utilizing creativity and play
- Practices continuous staff reflection including transparency with empathy in order to improve our own social-emotional competence and better support our students

BASES utilizes a wide variety of social-emotional programs and curriculum in addition to the regular academics. Some of the programs include, but are not limited to, Nurtured Heart Approach, Life Space Crises Intervention, Why Try and Pawsitively SEL. Our school-wide PBIS program includes daily positive reinforcement and behavior incentives as they relate to their IEP

2023-24 School Description and Mission Statement

goals and other goals set collaboratively with staff. Student progress both academically and behaviorally is tracked each period daily with changes in student progress addressed individually, in counseling, through SEL lessons, or through the IEP process itself. BASES staff is in continuous communication with feeder districts in terms of student progress and likelihood of student success in transitioning to a less restrictive environment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	1
Grade 7	2
Grade 8	4
Grade 9	2
Grade 10	2
Grade 11	2
Grade 12	1
Total Enrollment	14

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	14.3%
Male	85.7%
Hispanic or Latino	14.3%
Two or More Races	14.3%
White	71.4%
Foster Youth	14.3%
Homeless	14.3%
Socioeconomically Disadvantaged	64.3%
Students with Disabilities	100%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	33.11	59.90	62.07	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	33.44	2.00	2.07	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	16.72	0.80	0.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.10	26.02	12115.80	4.41
Unknown	0.50	16.72	8.60	8.97	18854.30	6.86
Total Teaching Positions	2.90	100.00	96.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	33.11	57.30	60.69	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.06	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.50	0.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	27.30	28.88	11953.10	4.28
Unknown	2.00	66.89	8.30	8.83	15831.90	5.67
Total Teaching Positions	2.90	100.00	94.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

BASES Learning Center serves students from 3rd through 12th grade and utilizes the textbooks and instructional materials for the elementary grades provided by the local district in which the school is located. All materials are state adopted. Grades 7-12 utilize an online platform to provide core instruction that was adopted by the local governing board. Currently BASES is piloting the Creative Core Math Curriculum by TPS which is on the most recent state approved list. All students have access to core materials and are supplemented by research-based programs with the various methodologies necessary to assist with meeting IEP goals and appropriate intervention. In addition each student is assigned a 1:1 Chromebook in order to access any online curriculum programs or components. Supplemental curriculum is provided in the areas of college and career readiness, life skills, social-emotional learning, and other resources to support student growth within an educational setting for meeting behavioral and social-emotional IEP goals.

Year and month in which the data were collected	SEPTEMBER 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	3-5 Reading Wonders, McGraw-Hill, 2017; 6 The Language of Literature, McDougal Littell, 2002 from state adopted list, 7-12 Edgenuity, Online platform adopted by local governing board, 7-12 Globe Fearon Pacemaker.	Yes	0
Mathematics	3-6 Creative Curriculum, Creative Core, TPS 2016 from state adopted list currently being piloted, 7-12 Edgenuity, Online platform adopted by local governing board, 7-12 Globe Fearon Pacemaker.	Yes	0
Science	3-6 Houghton-Mifflin Science, 2007 from state adopted list; 7-12 Edgenuity, Online platform adopted by local governing board, 7-12 Globe Fearon Pacemaker.	Yes	0
History-Social Science	3 Social Science, Harcourt, 2009; 4-6 California Vistas, Houghton Mifflin, 2007 from state adopted list; 7-12 Edgenuity, Online platform adopted by local governing board, 7-12 Globe Fearon Pacemaker	Yes	0
Foreign Language	7-12 Edgenuity, Online platform adopted by local governing board.	Yes	0
Health	7-12 Edgenuity, Online platform adopted by local governing board.	Yes	0

School Facility Conditions and Planned Improvements

BASES Learning Center is on the campus of Eastside Elementary School in Oroville City Elementary School District. The school is currently described as being in "Good" condition on most all indicators of the Facility Inspection Tool which was updated in November 2022. No items are considered "poor" in the current FIT report and those marked "fair" are currently pending work orders and will be revisited once repairs are complete. In February of 2022, door hardware repairs began. Upgrades to the campus undertaken in the 2019-2020 and 20-21 school year included new doors and locks, flooring and carpeting. A full new fenced perimeter with modernized gates was completed in the fall of 2020. A new playground area was installed in winter 2022. With these additional improvements, we are confident that students at BASES are safe before, during and after school. The school is regularly cleaned by a professional cleaning service with periodic deep cleanings. In addition, there are sufficient classroom, playground and staff spaces to support teaching and learning.

Year and month of the most recent FIT report	January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Evidence of water damage in lower grade restroom; tack board has some minor damage in room 3
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	--	42	41	47	46
Mathematics (grades 3-8 and 11)	0	--	28	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)		--	0.00	6.67	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

While BASES Learning Center is not a comprehensive high school with typical CTE pathways options, students at BASES do receive services through WorkAbility1 as appropriate for their unique needs.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Because social-emotional issues are often linked to family relationships, the BASES Learning Center Team involves parents and guardians in the therapeutic and educational process, sharing in the responsibility for student progress toward learning and social goals alike. Parents and guardians receive regular communication from school administration and classroom teachers on school calendars and events through email, Facebook posts as well as prerecorded calls. All parents and guardians as well as other community providers are encouraged to become active participants in the therapeutic process through the Child/Family Team meetings, IEP meetings as well as individual Social Work services provided through our BASES Clinician. Parents of students at BASES are invited to participate in professional development activities hosted by the Butte County SELPA Community Advisory Committee several times each year. They can learn more about these opportunities by contacting the school principal, Matt McGuire at 530-532-5844 or at www.buttecountyselpa.org. This year's topics included understanding trauma, suicide prevention and addressing behaviors in the home setting.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--		--	18.7	19.1	12.7	9.4	7.8	8.2
Graduation Rate	--		--	69.7	72.2	68.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0	0	0.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	27	24	19	79.2
Female	3	3	3	100.0
Male	24	21	16	76.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	3	2	2	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	21	19	15	78.9
English Learners	0	0	0	0.0
Foster Youth	4	4	2	50.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	20	18	15	83.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	23	18	78.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	7.69	84.00	81.48	0.53	1.82	2.64	0.20	3.17	3.60
Expulsions	0.00	0.00	3.70	0.00	0.00	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	81.48	3.7
Female	0	0
Male	79.17	4.17
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	80.95	4.76
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	85	5
Students Receiving Migrant Education Services	0	0
Students with Disabilities	80.77	3.85

2023-24 School Safety Plan

The BASES team reviews and updates its comprehensive school safety plan by March 1st of each year for the following year. The safety committee met and approved the 22-23 plan on 4/6/22.   For the 2023-24 school year, the BASES Team is scheduled to meet on 3/20/2024 to review and approve the comprehensive school site safety plan.

Every year BASES reviews and updates the school safety plan, including a description of its key elements. Staff and parents have input into the process, and as revisions are made, students are informed of new information, or trained in new procedures. The key elements include mitigation and prevention, preparedness, response to crisis, and recovery. Specific steps for response to a variety of possible crises are included in the plan. Regularly scheduled drills are held to teach and reinforce procedures for fire, earthquake, and lockdown. Safety meetings are held regularly to document any safety issues and their resolution.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	3	1		
Other	2	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	1	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	1	1	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$125,508	$125,077	$431	$44,231
District	N/A	N/A	$3,619	$76,723
Percent Difference - School Site and District	N/A	N/A	-157.4	-53.7
State	N/A	N/A	$7,607	$88,508
Percent Difference - School Site and State	N/A	N/A	-178.6	-66.7

Fiscal Year 2022-23 Types of Services Funded

BASES Learning Center utilizes the resources of the larger Butte County area community to make it possible for students to stay close to their home school district while receiving an appropriate level of intensive counseling services based on their individual challenges. All of the BASES services are funded through direct billing to each district that has students enrolled in our program. We collaborate with school psychologists from districts within the county and provide mental health clinician support for the full school day. We also collaborate with outside counseling agencies through behavioral health and drug rehabilitation professionals if needed, to provide a high level of psychological support to each student at BASES. Because social-emotional issues are often linked to family relationships, BASES involves parents in the therapeutic process, sharing in the responsibility for student progress toward learning and social goals alike. Additionally our school contracts with a Board Certified Behavior Analyst to provide Registered Behavior Technician supervision. We also contract with outside behavior and trauma experts to ensure we are providing a holistic approach to students with disabilities that affect their social-emotional and behavioral growth.

The dynamic, close-knit team works together across the school site in order to better support students through communication, compassion, and accountability.
One Credentialed School Principal
Three Credentialed Teachers
One Licensed Mental Health Clinician
Board Certified Behavior Analyst
Embedded counseling and behavior supports
Two Registered Behavior Technicians
Numerous Paraprofessional Staff
District Multi-disciplinary Teams
SELPA Program Specialist and Director support
WorkAbility1 Program Staff
Mental Health Coordinator and Clinician Supervisor support
Contracted Nursing and Custodial Support

Students who are eligible for services have access to the WorkAbility1 Program on campus and School to Career education. Opportunities available may include: job coaching; resume and interview workshops; interest inventories; career counseling; and paid employment experience.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,895	$41,090
Mid-Range Teacher Salary	$76,723	$86,955
Highest Teacher Salary	$104,570	$140,353
Average Principal Salary (Elementary)	$82,143	$114,067
Average Principal Salary (Middle)	$75,327	$123,622
Average Principal Salary (High)	$77,804	$125,386
Superintendent Salary	$202,640	$157,977
Percent of Budget for Teacher Salaries	6.32%	27.82%
Percent of Budget for Administrative Salaries	4.75%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Student needs and IEP systems and processes, as well as safety needs for our unique student population, drive the types of professional development carried out at school and the types of conferences staff need to attend. Teachers, clinicians, behavior staff, and paraprofessionals are supported through implementation coaching and have a weekly shortened day to provide for additional debriefing and professional development. In the 19-20 inaugural year of BASES Learning Center the entire staff was provided with 7 full professional development days in the area of Life Space Crises Intervention and the development of school-wide protocols.

During the 21-22 school year, the staff participated in 7 full PD days spread throughout the year in the areas of Nurtured Heart and behavior intervention support, as well as working on developing the local mission and vision statement. In addition to the full days the team met for 90 minutes weekly to discuss specific student supports, to debrief student incidents, and to refine implementation and consistency in applying the Nurtured Heart approach. The team also worked weekly with SELPA specialists on IEP best practices along with aligned instructional planning.

For the 22-23 school year the staff as a whole will participate in 13 PD days spread throughout the year on Applied Behavior, Nurtured Heart and the Stress Response Cycle. All teachers are new and are currently working on their teaching credentials. Through the SELPA connection, 30 PD sessions are being provided on lesson planning, differentiated instruction, IEP writing and facilitation, classroom management strategies and Universal Design for Learning. The clinician and school psychologist will participate in an additional 5 days of training in the areas of Dialectical Behavior Theory, organizational therapeutic trauma response and understanding strategies for working with defiant and socially maladjusted youth.

For the 23-24 school year, the staff have participated in 7 days of Nurtured Heart training. Throughout the year, the staff as a whole will participate in 3 trainings on the Stress Response Cycle. Through the SELPA connection, 30 PD sessions are being provided on lesson planning, differentiated instruction, IEP writing and facilitation, classroom management strategies, and Universal Design for Learning. The school psychologist and both clinicians will participate in an additional 6 days of training in the areas of Suicide Prevention, organizational therapeutic trauma response, understanding strategies for working with defiant and socially maladjusted youth, as well as Dialectical Behavioral theory training.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	42	48	46